

The Swan Nursery School

Orchard Lodge, Hall Lane, Roydon, Diss, Norfolk, IP22 5XL



Inspection date	3 November 2015
Previous inspection date	22 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers make regular ongoing evaluations of practice. This helps them identify what they need to do to continue to promote children's high achievement in learning. They use the views of children and those who know them best, in order to develop a targeted plan for continued improvement.
- Children are extremely motivated as they engage in learning in the highly stimulating outdoor environment. They are curious and fascinated as they explore and play in all areas of learning.
- Staff are skilful in following children's interests. Children are imaginative and creative as staff encourage them to think of their own ideas. Staff use effective questions to build on what children already know.
- Children build secure emotional attachments with all staff. They happily play alongside staff who are responsive and show care and respect. As a result, children learn to value and respect others.
- Children's transitions to school are extremely well managed. Children's confidence and independence is promoted well. This prepares them emotionally for the move.
- All children make good progress in their learning. Their progress is regularly monitored, which enables staff to quickly identify gaps in children's learning in order to provide additional support where necessary.

It is not yet outstanding because:

- Children do not always have a wide range of interesting opportunities and experiences to promote their enjoyment and development in early reading.
- Partnership working with parents is not always fully promoted to enable a regular two-way exchange of information to support children's learning.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the range of opportunities to promote children's awareness of words, print and rhyme in order to enhance their interest in early reading even further
- build on the two-way exchange of information to support children's learning in the setting and at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector sampled a range of other documentation, including the learning and development records of children, the nursery's policies and procedures and risk assessments.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have a thorough set of policies and procedures to support their good practice. These are regularly updated and shared with parents. The arrangements for safeguarding are effective. Staff have a clear understanding of child protection procedures and how to report their concerns. The well-established staff team are highly qualified and promote children's learning and development effectively. Staff's commitment to continuing professional development is valued and supported in order to improve their skills and knowledge. Leaders and managers regularly monitor staff's performance to ensure consistently good quality teaching. Children learn to value the diverse world in which they live by looking at similarities and differences in the wider community in a variety of interesting ways. Staff make effective links with other settings children attend to provide emotional support and continuity for children.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. They carry out regular assessments of what children know and can do. This helps them plan interesting and challenging activities to promote children's learning. Staff gather information from parents when children first start, in order to support children effectively and to help to ensure they settle quickly. Children are enthusiastic and motivated as they experience an exciting mix of adult-led activities and free play. Children are challenged in their learning as they concentrate on matching games, or are encouraged to count money in the role play area. Staff regularly talk to parents about what children have been doing and parents value this information. Parents are very positive about the range of activities that children experience and the relationships children have with staff.

Personal development, behaviour and welfare are good

Staff model good behaviour and manage children's behaviour consistently. They work closely with parents and other professionals to develop strategies to support individual children. Children learn to share and take turns as they play alongside each other. They learn about the feelings of others as staff talk to them about different emotions. Children learn how to keep themselves safe, such as when they play on large play equipment outside. They wait their turn to climb until it is safe to do so and manage their own risks effectively. Children learn how to cross the road safely as they practice during a role-play activity, supported by staff. Children experience a wide range of opportunities to enhance their physical well-being, such as when they climb or slide. Children are familiar with daily routines which support their emotional well-being. They learn to be independent and responsible from an early age as they join in tidying toys away when instructed by staff.

Outcomes for children are good

Children develop key skills in readiness for when they start school. They have plentiful opportunities to practise early writing skills, and learn to listen and respond to instructions. Staff have formed good partnerships with other professionals to support children where gaps in their learning are identified. Staff quickly seek support and put recommended strategies into place to promote children's good progress.

Setting details

Unique reference number	EY335553
Local authority	Norfolk
Inspection number	862649
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	43
Name of provider	Michelle Ellen Bowgen
Date of previous inspection	22 January 2010
Telephone number	01379 650229

The Swan Nursery School was registered in 2006. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one member of staff with Early Years Teacher status. The nursery opens from Monday to Friday, for 48 weeks of the year. Sessions are from 8am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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